

	<p>The NEA only requires grant applicants to identify project outcomes and how they relate to the NEA’s 14 Arts Learning outcomes as well as ways the outcomes will be measured. This would include the five elements described up until this point. You will find the remaining elements useful for your evaluation plan, but they are NOT required of NEA Arts Learning applicants.</p>									
	<p>Element Six – Data Sources</p>									
<div><p>Logic Model Element 6: Data Sources</p><table><tr><td>Purpose</td><td>Activities Services</td><td>Audience</td><td>Outcomes</td><td>Indicators</td><td>Data Source</td><td>Applied To</td><td>Data Intervals</td><td>Target</td></tr></table><p>Data sources are tools, documents, and locations for information that will be used to show what was achieved by your audience.</p><ul style="list-style-type: none">■ Pre-post test scores■ Project records■ Assessment reports■ Records from other organizations■ Observations</div>	Purpose	Activities Services	Audience	Outcomes	Indicators	Data Source	Applied To	Data Intervals	Target	<p>For each indicator of an outcome, information must be collected that demonstrates that the change has occurred.</p> <p>Data sources are the vehicles used to collect data concerning indicators. Various types of data sources include pre-post test scores, project records, assessment reports, records from other organizations, or observations of behaviors through checklists and other tools and approaches.</p>
Purpose	Activities Services	Audience	Outcomes	Indicators	Data Source	Applied To	Data Intervals	Target		
<div><p>Surveys and such</p><p>Data collection sources for measures</p><table><tr><td>Anecdotal self-reports</td><td>Interviews Open-ended surveys</td></tr><tr><td>Quantifiable self-reports</td><td>Survey questions with quantifiable attitude rating scale Self-report of frequency of behavior Self-report of perceived level of competence</td></tr></table></div>	Anecdotal self-reports	Interviews Open-ended surveys	Quantifiable self-reports	Survey questions with quantifiable attitude rating scale Self-report of frequency of behavior Self-report of perceived level of competence	<p>Some data sources are more reliable than others. A school report or test may be the best evidence of change for certain types of behaviors or knowledge. However, such data may not always be appropriate or achievable for the indicator. In some instances, self-reports from individuals may be the primary source, or there may be trained observers that can be utilized.</p>					
Anecdotal self-reports	Interviews Open-ended surveys									
Quantifiable self-reports	Survey questions with quantifiable attitude rating scale Self-report of frequency of behavior Self-report of perceived level of competence									

<div><h3>Surveys and such</h3><h4>Data collection sources for measures</h4><table><tr><td>Professional Assessments</td><td><ul style="list-style-type: none">Teacher checklist of student behaviorCase worker assessments of goal achievementCase manager observation notes</td></tr><tr><td>Government, school, business, or organization records</td><td><ul style="list-style-type: none">School academic and attendance recordsEmployment records</td></tr></table></div>	Professional Assessments	<ul style="list-style-type: none">Teacher checklist of student behaviorCase worker assessments of goal achievementCase manager observation notes	Government, school, business, or organization records	<ul style="list-style-type: none">School academic and attendance recordsEmployment records						
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	<h3>Element Seven – Who</h3>									
<div><h3>Logic Model Element 7: Who</h3><table><tr><td>Purpose</td><td>Activities Services</td><td>Audience</td><td>Outcomes</td><td>Indicators</td><td>Data Source</td><td>Applied To</td><td>Data Intervals</td><td>Target</td></tr></table><ul style="list-style-type: none">Decide if you will measure all participants, completers of the project, or another sub-groupSpecial characteristics of the target audience can further clarify the group to be measured</div>	Purpose	Activities Services	Audience	Outcomes	Indicators	Data Source	Applied To	Data Intervals	Target	<p>For each data source, it is necessary to specify whether the information will be collected from all participants in the project or only those who complete the project. This determination may affect the results of the project. Individuals who complete a project are more likely to experience the impact of the project than those individuals who do not complete the project. In addition, there may be sub-groups of your audience that will be measured based on their characteristics and what outcomes they should achieve.</p>
Purpose	Activities Services	Audience	Outcomes	Indicators	Data Source	Applied To	Data Intervals	Target		
	<h3>Element Eight – Data Intervals</h3>									
<div><h3>Logic Model Element 8: Data Intervals</h3><table><tr><td>Purpose</td><td>Activities Services</td><td>Audience</td><td>Outcomes</td><td>Indicators</td><td>Data Source</td><td>Applied To</td><td>Data Intervals</td><td>Target</td></tr></table><ul style="list-style-type: none">Outcome information can be collected at specific intervals, for example, every 6 monthsData can also be collected at the end of an activity or phase and at follow-upData is usually collected at project start and end for comparison when increases in skill, behavior, or knowledge are expected</div>	Purpose	Activities Services	Audience	Outcomes	Indicators	Data Source	Applied To	Data Intervals	Target	<p>Outcome information for each indicator may be collected at specific intervals, such as every 6 months, or at fixed points such as the beginning and end of a project or at a point in the future called “follow-up.” The timing of the data collection needs to be specified and the timing may depend on when the information or data is available. If the service is delivered for only a short period of time, then the data collection may be only at the end of a particular activity. In projects where</p>
Purpose	Activities Services	Audience	Outcomes	Indicators	Data Source	Applied To	Data Intervals	Target		

	increases in skill, behavior, or knowledge are expected, the data is usually collected at the project start and completion.
	Element Nine – Target
<div><div>Logic Model Element 9: Target</div><div><div>Purpose</div><div>Activities Services</div><div>Audience</div><div>Outcomes</div><div>Indicators</div><div>Data Source</div><div>Applied To</div><div>Data Intervals</div><div>Target</div></div><div><div>■ Targets are stated expectations for performance of outcomes, generally a percentage and/or number</div><div>■ They meet stakeholder expectations and can be based on a project’s past performance and desired results</div></div></div>	<p>Targets are goals and are the stated expectations for performance of outcomes. Generally, they are stated as a percentage and/or number. Goals are set for each indicator of each outcome. Knowing how to set a target is often difficult. It may be best to rely on information you may have concerning how this project has worked in the past, or you may decide to use target information based on what your funders and other “stakeholders” expect of your project. With new projects, the capabilities, needs and abilities of your target audience will be factors in setting your targets for outcomes.</p>
	The following illustrates logic model elements six through nine for the “Theater in Schools” example:
<div><div>Theaters in Schools</div><div>A Theater-High School Collaboration</div><div><div>Outcome # 1</div><div>Indicator:</div><div>Data Source</div><div>Applied to</div><div>Data Interval</div><div>Target</div></div><div><div>Demonstrate knowledge of acting</div><div>The # and % of students who can perform at least two acts of a play, and</div><div>Teacher reports</div><div>All students completing the acting class</div><div>At end of each school term</div><div>90%</div></div><div><div></div><div>The # and % of students who can identify four structures of a play</div><div>“Structures of a Play” quiz</div><div>All students enrolled in the acting class</div><div>Following Quiz</div><div>80%</div></div></div>	<p>Outcome: <i>Students demonstrate knowledge of acting (Relates to NEA outcome # 1)</i></p> <p>Indicator: #1: The number and percent of students who can perform at least two acts of a play, and</p> <p>Data Source: Teacher reports</p> <p>Applied to: All students completing the acting class</p> <p>Data Interval: At the end of each school term</p> <p>Target: 90%</p> <p>Indicator: #2: The number and percent of students who can</p>

identify four structures of a play

Data Source: “Structures of a Play” quiz

Applied to: All students enrolled in the acting class

Data Interval: Following “Structures of a Play” quiz

Target: 80%

Theaters in Schools						
A Theater-High School Collaboration						
Outcome #	Indicator:	Data Source	Applied to	Data Interval	Target	
2	Demonstrate knowledge direction	The # and % of students who can direct two scenes of a play, and	Teacher reports	All students completing direction class	At end of each school term	90%
	The # and % of students who can identify four structures of a play	"Structures of a Play" quiz	All students enrolled in the directing class	Following quiz	80%	

Outcome: *Students demonstrate knowledge of direction*

(Relates to NEA outcome # 1)

Indicator: #1: The number and percent of students who can direct two scenes of a play, and

Data Source: Teacher reports

Applied to: All students completing the directing class

Data Interval: At the end of each school term

Target: 90%

Indicator: #2: The number and percent of students who can identify four structures of a play

Data Source: “Structures of a Play” quiz

Applied to: All students enrolled in the directing class

Data Interval: Following “Structures of a Play” quiz

Target: 80%

Outcome: *Students demonstrate knowledge of production*

(Relates to NEA outcome # 1)

Indicator: #1: The number and percent of students who can complete one theater production, and

Theaters in Schools A Theater-High School Collaboration					
Outcome # 3	Indicator:	Data Source	Applied to	Data Interval	Target
Demonstrate knowledge production	The # and % of students who can complete one theater production, and	Teacher reports	All students completing the production classes	At end of each school term	70%
	The # and % of students who can identify the four structures of a play	"Structures of a Play" quiz	All students in the production class	Following quiz	80%

Data Source: Teacher reports

Applied to: All students completing the production class

Data Interval: At the end of each school term

Target: 70%

Indicator: #2: The number and percent of students who can identify four structures of a play

Data Source: "Structures of a Play" quiz

Applied to: All students enrolled in the production class

Data Interval: Following "Structures of a Play" quiz

Target: 80%

Outcome: *Students demonstrate interest in theater*

(Relates to NEA outcome # 3)

Indicator: #1 The number and percent of students who complete 80% of theater class assignments, and

Data Source: Teacher reports

Applied to: All students

Data Interval: At the end of each school term

Target: 50%

Indicator: #2: The number and percent of students who attend at least two live theater performances in twelve months

Data Source: Student self-reports

Applied to: All students

Theaters in Schools A Theater-High School Collaboration					
Outcome # 4	Indicator:	Data Source	Applied to	Data Interval	Target
Demonstrate interest in theater	The # and % of students who complete 80% of theater class assignments, and	Teacher reports	All students	At end of each school term	50%
	The # and % of students who attend at least two live theater performances in twelve months	Student self-reports	All students	Twelve months following end of school year	

	<p>Data Interval: Twelve months following end of school year</p> <p>Target: 50%</p>
	PUTTING IT ALL TOGETHER
	<p>Once the logic model for the project has been constructed and all decisions have been made about the feasibility and practicality of each outcome, their indicators and the data collection process, it is suggested that you review the evaluation logic model with project partners and staff. This review will provide an opportunity to identify overlooked or inappropriate outcomes, inadequately defined indicators, cumbersome procedures, or burdensome data collection methods. It is also very important before implementing the process to ensure that the organization is ready to undertake the approach.</p>
	SECTION 3: REPORTING
<div> <p>Write Reports</p> <ul style="list-style-type: none"> ■ Summarize participant characteristics ■ Summarize inputs, activities/services, and outputs ■ Summarize outcomes achieved ■ Compare data from project start or previous period ■ Interpret results and make recommendations </div>	<p>After the evaluation results have been collected, the information gathered by the evaluation process should be compiled into a formal report.</p>

<div> <h3>Report Elements</h3> <table> <tr> <td>Inputs</td> <td> <ul style="list-style-type: none"> What did we use? How much did we spend? How much did we consume? </td> </tr> <tr> <td>Services</td> <td> <ul style="list-style-type: none"> What we did </td> </tr> <tr> <td>Outputs</td> <td> <ul style="list-style-type: none"> How many units did we deliver? To whom? (Audience characteristics) </td> </tr> <tr> <td>Outcomes</td> <td> <ul style="list-style-type: none"> What did we achieve for target audience? </td> </tr> </table> </div>	Inputs	<ul style="list-style-type: none"> What did we use? How much did we spend? How much did we consume? 	Services	<ul style="list-style-type: none"> What we did 	Outputs	<ul style="list-style-type: none"> How many units did we deliver? To whom? (Audience characteristics) 	Outcomes	<ul style="list-style-type: none"> What did we achieve for target audience? 	<p>The report should summarize all the elements of the logic model and provide a summary of outcomes achieved, along with comparative data acquired during the project, comparing one period of data collection to another. A report does not need to be a complicated document. Essentially, it needs to state: We wanted to do what? We did what? So what? The report can be the basis for communicating the value of the project to internal management decision-makers and to external groups.</p>
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Outcomes	<ul style="list-style-type: none"> What did we achieve for target audience? 								
<div> <h3>What should reports say?</h3> <ul style="list-style-type: none"> We wanted to do what? We did what? So what? </div>									
<div> <h3>Outcome-based Evaluation</h3> <p>Outcome-based evaluation is a systematic way to assess the extent to which a project has achieved its intended results</p> </div>	<p>The value of outcome-based evaluation is its use as a management tool that allows an organization to determine whether its projects are making a difference. The process enables an organization to analyze what is working with its projects, what is not working, and how project performance could improve.</p>								
	<p>While outcome-based evaluation is not an empirical research process, it is a process that provides a framework for documenting results. The results from the evaluation can be used to guide management decisions about project activities, to promote the project to potential participants, to enhance</p>								

	the project's public image, and to retain or increase funding for the project and the organization.
	To help you and your project partners identify the outcomes of your project and to help facilitate discussion on how to measure them, sample forms have been provided for your use (Outcomes Logic Model and Framing the Evaluation).